The Literacy Design Collaborative

Argumentation Module

Alexander the Great

Was He or Wasn't He a Great Military Leader?

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Information Sheet

Module Title: Alexander the Great. Was He or Wasn't He a Great Military Leader?

Module Description (overview):

Throughout history, many military leaders have led conquests as a way to increase power and as a result have established an improved status in modern textbooks. Some of the most exceptional of these generals have been assigned the label of great. Historians often argue in comparing the greatest of these commanders and whether they deserve such reverence. One of the men that is always used as a standard-bearer is Alexander the Great, because of his success in battle and the influence he had on those the followed. The question really becomes, how great was this young Macedonian king?

Template Task (include number, type, level)	Teaching Task
Task 2 Argumentation/Analysis [Insert question] After reading _____ (literature or informational texts), write a/an _____ (essay or substitute) that addresses the question and support your position with evidence from the text(s). **L2** Be sure to acknowledge competing views. **L3** Give examples from past or current events or issues to illustrate and clarify your position.	From a historical perspective, how great was Alexander as a military commander? After reading a variety of informational and persuasive texts, write an essay that addresses the question and support your position with evidence from the text(s). L2 Be sure to acknowledge competing views. L3 Give examples from past or current events or issues to illustrate and clarify your position.

Grade(s)/Level: 8th Discipline

Social Studies Course: Ancient World History

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Section 1: What Task?

What task sets clear, measurable goals for learning?

A. Template task (include number, type, level): Insert the Argumentation template task you selected exactly as it is worded.

> Task 2 Argumentation/Analysis
> [Insert question] After reading _____(literature or informational texts), write a/an _____
> (essay or substitute) that addresses the question and support your position with evidence from the text(s). **L2** Be sure to acknowledge competing views. **L3** Give examples from past or current events or issues to illustrate and clarify your position.

B. Standards: The Literacy Design Collaborative has already identified the CCSS "built in" to all Argumentation Tasks. Please select which (if any) "When Appropriate" Common Core State Standards are included in the Argumentation task/module you developed.

Common Core State Standards

READING	
"Built In" Reading Standards For Argumentation Template Tasks	
1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
10	Read and comprehend complex literary and informational texts independently and proficiently.
"When Appropriate" Additional Reading Standards	
3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., section, chapter, scene, or stanza) relate to each other and the whole.
6	Assess how point of view or purpose shapes the content and style of a text.
7	Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
8	Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

	WRITING	
	"Built In" Writing Standards For Argumentation Template Tasks	
1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audience.
	"When Appropriate" Additional Writing Standards	
2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with rs.
7	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

State or District Content Standards: Insert appropriate content standards as defined by your state/district. You can also include appropriate grade-level CCSS.

Number	Content Standard(s)
8.1.8.C	Produce an organized product on an assigned historical topic that presents and reflects on a thesis statement and appropriate **primary and secondary sources.**
8.4.8.A	Compare the role groups and individuals played in the **social, political,** cultural, and **economic** development throughout world history.
8.4.8.C	Illustrate how continuity and change have impacted world history. • Belief systems and religions • Commerce and industry • Technology • **Politics** and government • Physical and **human geography** • **Social** organizations
8.4.8.D	Compare conflict and cooperation among groups and organizations which have impacted the history and development of the world.

Content Standards Source: Pennsylvania Standards Aligned System

Teaching Task: Design your teaching task.

Background to share with students: For centuries many have argued whether or not Alexander was the greatest military leader in history. There are valid points on both sides of the argument including what his role in influencing other notable generals has been.

Prompt: From a historical perspective, how great was Alexander as a military commander? After reading a variety of informational and persuasive texts, write an essay that addresses the question and support your position with evidence from the text(s). L2 Be sure to acknowledge competing views. L3 Give examples from past or current events or issues to illustrate and clarify your position.

Reading texts: See materials list. Note: In order to streamline the process it is important to come up with a list of some other notable generals in history, rather than having students come up with their own. The reason for this is that it is difficult to figure out the influences of many military leaders. (EX: Julius Caesar, Adolf Hitler, and Napoleon Bonaparte)

Extension (optional):

Teaching Task Rubric (Argumentation)

Scoring Elements	Not Yet		Approaches Expectations		Meets Expectations		Advanced
	1	1.5	2	2.5	3	3.5	4
Focus	Attempts to address prompt, but lacks focus or is off-task.		Addresses prompt appropriately and establishes a position, but focus is uneven.		Addresses prompt appropriately and maintains a clear, steady focus. Provides a generally convincing position.		Addresses all aspects of prompt appropriately with a consistently strong focus and convincing position.
Controlling Idea	Attempts to establish a claim, but lacks a clear purpose. (L2) Makes no mention of counter claims.		Establishes a claim. (L2) Makes note of counter claims.		Establishes a credible claim. (L2) Develops claim and counter claims fairly.		Establishes and maintains a substantive and credible claim or proposal. (L2) Develops claims and counter claims fairly and thoroughly.
Reading/ Research	Attempts to reference reading materials to develop response, but lacks connections or relevance to the purpose of the prompt.		Presents information from reading materials relevant to the purpose of the prompt with minor lapses in accuracy or completeness.		Accurately presents details from reading materials relevant to the purpose of the prompt to develop argument or claim.		Accurately and effectively presents important details from reading materials to develop argument or claim.
Development	Attempts to provide details in response to the prompt, but lacks sufficient development or relevance to the purpose of the prompt. (L3) Makes no connections or a connection that is irrelevant to argument or claim.		Presents appropriate details to support and develop the focus, controlling idea, or claim, with minor lapses in the reasoning, examples, or explanations. (L3) Makes a connection with a weak or unclear relationship to argument or claim.		Presents appropriate and sufficient details to support and develop the focus, controlling idea, or claim. (L3) Makes a relevant connection to clarify argument or claim.		Presents thorough and detailed information to effectively support and develop the focus, controlling idea, or claim. (L3) Makes a clarifying connection(s) that illuminates argument and adds depth to reasoning.
Organization	Attempts to organize ideas, but lacks control of structure.		Uses an appropriate organizational structure for development of reasoning and logic, with minor lapses in structure and/or coherence.		Maintains an appropriate organizational structure to address specific requirements of the prompt. Structure reveals the reasoning and logic of the argument.		Maintains an organizational structure that intentionally and effectively enhances the presentation of information as required by the specific prompt. Structure enhances development of the reasoning and logic of the argument.
Conventions	Attempts to demonstrate standard English conventions, but lacks cohesion and control of grammar, usage, and mechanics. Sources are used without citation.		Demonstrates an uneven command of standard English conventions and cohesion. Uses language and tone with some inaccurate, inappropriate, or uneven features. Inconsistently cites sources.		Demonstrates a command of standard English conventions and cohesion, with few errors. Response includes language and tone appropriate to the audience, purpose, and specific requirements of the prompt. Cites sources using appropriate format with only minor errors.		Demonstrates and maintains a well-developed command of standard English conventions and cohesion, with few errors. Response includes language and tone consistently appropriate to the audience, purpose, and specific requirements of the prompt. Consistently cites sources using appropriate format.
Content Understanding	Attempts to include disciplinary content in argument, but understanding of content is weak; content is irrelevant, inappropriate, or inaccurate.		Briefly notes disciplinary content relevant to the prompt; shows basic or uneven understanding of content; minor errors in explanation.		Accurately presents disciplinary content relevant to the prompt with sufficient explanations that demonstrate understanding.		Integrates relevant and accurate disciplinary content with thorough explanations that demonstrate in-depth understanding.

Section 2: What Skills?

What skills do students need to succeed on the teaching task?

Each module is required to identify the specific student skills, define them, and cluster them. The example below is one list. Module builders can use this version, change it, or identify different skills, different definitions, and different clusters using the chart.

LDC Example Skills List	
Specific Skills *What skills are essential?*	Student Skills Defined ("Ability to…") *How do you define/describe those skills?*
Skills Cluster 1: Preparing for the Task	
1. Bridging conversation	Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns.
2. Task analysis	Ability to understand and explain the task's prompt and rubric.
3. Project planning	Ability to plan a task so that reading and writing processes are accomplished on time.
Skills Cluster 2: Reading Process	
1. Reading "habits of mind"	Ability to select appropriate texts and understand necessary reading strategies needed for the task.
2. Essential vocabulary	Ability to apply strategies for developing an understanding of a text by locating words and phrases that identify key concepts and facts, or information.
3. Note-taking	Ability to read purposefully and select relevant information; to summarize and/or paraphrase.
4. Organizing notes	Ability to prioritize and narrow supporting information.
Skills Cluster 3: Transition to Writing	
1. Bridging conversation	Ability to transition from reading or researching phase to the writing phase.
Skills Cluster 4: Writing Process	
1. Initiation of task	Ability to establish a controlling idea as a claim and consolidate information relevant to task.
2. Planning	Ability to develop a line of thought and text structure appropriate to an argumentation task.
3. Development	Ability to construct an initial draft with an emerging line of thought and structure.
4. Revision	Ability to apply revision strategies to refine development of argument, including line of thought, language usage, and tone as appropriate to audience and purpose.
5. Editing	Ability to apply editing strategies and presentation applications.

Section 3: What Instruction?

How will teachers teach students to succeed on the teaching task?

All LDC instructional ladders have mini-tasks (prompt, product and mini-task scoring), instructional strategies and pacing. The following is an example instructional ladder. Module developers can adopt, adapt or delete the approaches for each section in order to build their own mini-tasks, instructional strategies and pacing to teach to skills identified in Section 2.

LDC INSTRUCTIONAL LADDER I

Skills Cluster 1: Preparing for the Task

Optional Pre-test: Administer classroom assessment as pre-test if need to gather information.

1. **Bridging conversation:** *Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns.*

Mini-task
- *Prompt:* In a quick write, write your first reaction to the task prompt. What strategies might you use to gain knowledge of the issue and form an opinion?
- *Product:* Short response
- *Mini-task scoring:* No scoring

Instructional strategies
- Opener- Students will create a list of at least 3 military leaders(EX: Julius Caesar, Adolf Hitler, and Napoleon Bonaparte) throughout history.
- In their writer's notebooks the students will complete the quick write/mini task.
- The teacher will lead the class through a discussion of how they view the task.

Pacing .5 day

2. **Task analysis:** *Ability to understand and explain the task's prompt and rubric.*

Mini-task
- *Prompt:* In your own words, write a brief explanation of what the task is asking you to do. What texts (non-fiction, informational, technical, data, maps) might you consider for this task?
- *Product:* Short constructed response
- *Mini-task scoring:* No scoring

Instructional strategies
- Have students share responses so that students can hear/know what each other is doing and encourage them to help each other when appropriate.
- Rubric Translation – Students will be given time with partners to review the Rubric and rewrite in their own words for better understanding of the expectations.

Pacing .5 day

3. **Project planning:** *Ability to plan a task so that reading and writing processes are accomplished on time.*

Mini-task
- *Prompt:* Create a project timeline.
- *Product:* Timeline
- *Mini-task scoring:*

Meets	Not yet
Creates a "doable" timeline that paces reading and writing processes.	Attempts to meet the criteria for "meets."

Instructional strategies
- Model a common or sample timeline & homework.
- Provide students with a timeline template.
- Discuss the importance of planning.

Pacing .5 day

Skills Cluster 2: Reading Process

1. **Reading "habits of mind":** *Ability to select appropriate texts and understand necessary reading strategies needed for the task.*

Mini-task
- *Prompt:* 1) Identify sources you will use and note how each source relates to your task. 2) Note sources in bibliographic format (if applicable).
- *Product:* Short Response
- *Mini-task scoring:* No scoring

Instructional strategies
- Teacher selected the sources for the students to complete this task. Teacher will explain
- how texts were selected for this task.
- Demonstrate reading strategies relevant to a type of text to prepare students for next steps in the ladder.
- Review sources in bibliography format.

Pacing .5 day

2. **Essential vocabulary:** *Ability to apply strategies for developing an understanding of a text by locating words and phrases that identify key concepts and facts, or information.*

Mini-task
- *Prompt:* In your notebook, identify key words or phrases as you read and define them within the context of the passage in the work you are reading. Add terms we identified as the "Key Terms."
- *Product:* Vocabulary notebook entries
- *Mini-task scoring:*

Meets	Not yet
• Identifies vocabulary, phrases and notes their meaning and, if applicable, their meaning in context of the passage(s). • Writes in readable format.	Attempts to meet the criteria for "meets."

Instructional strategies

- Encourage use of dictionary and other sources to acquire understanding.
- Teach strategies for understanding words in context.
- Introduce language of reading and writing relevant to task (e.g. composition, memo, rhetoric, tone, concise).
- Introduce or review relevant terms used in the discipline (e.g. empire, civilization, conquest, Hellenistic).

Pacing: on-going

3. **Note-taking:** *Ability to read purposefully and select relevant information; to summarize and/or paraphrase.*
Mini-task
- *Prompt:* Using a note taking method, select information relevant to the task; list each source and relevant information onto a note card.
  If included:
  L2 Identify competing arguments.
  L3 Identify a relevant connection(s) that supports argument.

  What does "plagiarism" mean and what strategies can you use to avoid it?
- *Product:* Notes & short response
- *Mini-task scoring:*

Meets	Not yet
- Accomplishes task by selecting relevant source material to support controlling idea as a claim (include L2 and 3 if applied to task). - Answers question about plagiarism correctly and provides appropriate strategies for avoiding it. - Writes notes that are usable.	Attempts to meet the criteria for "meets."

 Instructional strategies
- Review policy for plagiarism and develop students' understanding of it.
- Provide students with a note taking method(s) and template.
- Discuss the term "relevant" and what it means stay on task - two demands embedded in the rubric (focus/relevance).
- Teach strategies for identifying and selecting source material in the form of quotes, passages, data, etc. as it relates to a controlling idea *as a claim* and task.
- Teach strategies for summarizing or paraphrasing.

Pacing On-going

4. **Organizing notes:** *Ability to prioritize and narrow supporting information.*

Mini-task
- *Prompt:* Prioritize relevant information in your notes on which to build your sequence or process.
- *Product:* Notes in outline form
- *Mini-task scoring:*

Meets	Not yet
- Provides a prioritized set of notes in an outline format that connect points for logic structure or line of thought. - Suggests implications drawn from information about the issue or topic. - Writes notes that are usable.	Attempts to meet the criteria for "meets."

 Instructional strategies

- Students prioritize notes from "most important" to "least important" or "most relevant" to "least relevant."
- Introduce graphic organizer, model outlining, and stress the importance of pre-writing planning.

Pacing 2 days

Skills Cluster 3: Transition to Writing

1. **Bridging conversation:** *Ability to transition from reading or researching phase to the writing phase.*

Mini-task
- *Prompt:* In a quick write, write about what you know now that you've read about Alexander the Great. What strategies might you use to ensure your information is accurate?
- *Product:* Short response (with bullets) class work
- *Mini-task scoring:* No scoring

Instructional strategies
- Prior to students writing a thesis, go over the value of a strong thesis statement, as it pertains to making an argument and organizing an essay.
- As a class, have students analyze sample thesis statements that have been provided by the teacher and in discussion/seminar format allow them to deconstruct the strong/weak points of each.
- Have students work in partners to write a strong argumentative thesis statement, which they will then share with the class.
- Go over what elements go into constructing a quality introductory paragraph.
- Students will write a rough draft of an introductory paragraph and then reflect on the improvements they can make using a checklist.

Pacing 1 day

Skills Cluster 4: Writing Process

1. **Initiation of task:** *Ability to establish a controlling idea and consolidate information relevant to task.*

Mini-task
- *Prompt:* Write a summary paragraph that includes a controlling idea as a claim and sequences the key points you plan to make in your composition.
- *Product:* Paragraph
- *Mini-task scoring:*

Meets	Not yet
• Writes a concise summary statement or draft opening that establishes a controlling idea as a claim and identifies key points that support development of information and/or explanation. • Writes in readable format.	Attempts to meet the criteria for "meets."

Instructional strategies
- Review the rough paragraphs from the "Bridging" section.
- Show students opening paragraphs from professional work.
- Again, provide a check-list for the "ingredients" of an opening paragraph.
- Demonstrate methods for L2 and L3.
- Collectively write a summary demonstrating a controlling idea as a claim with key points that support the development of the explanation.

Pacing 1 day

2. **Planning:** *Ability to develop a line of thought and text structure appropriate to an argumentation task.*

Mini-task
- *Prompt:* Create an outline including key elements drawn from your reading or research and order them in some logical way (e.g. chronologically, sequentially).
- *Product:* Outline/plan
- *Mini-task scoring:*

Meets	Not yet
• Applies an outline strategy to develop reasoning for argument. • Provides citations and references with elements for correct form. • Draws a credible implication from information about an issue or topic. • Writes in readable prose.	Attempts to meet the criteria for "meet."

Instructional strategies
- Use mini-lessons in logic structures.
- Share examples of structure with class.
- Use discussion-based strategies to develop thinking relevant to prompt.
- Have students connect ideas among the arts, literature, events (past and present).

Pacing 1 day

3. **Development:** *Ability to construct an initial draft with an emerging line of thought and structure.*

Mini-task
- *Prompt:* Draft an opening for your composition with one or more paragraphs that establishes the controlling idea as a claim and provides a lead in for your reader. Write an initial draft to <u>include multiple paragraphs</u>: an opening, development of your process, an ending to include either a comment, conclusion, or implication. Include L2 and/or L3, if appropriate.
- *Product:* Opening paragraph and first draft
- *Mini-task scoring:*

Meets	Not yet
• Provides an opening to include a controlling idea as a claim and an opening strategy relevant to the prompt. • Provides an initial draft with all elements of the prompt addressed. Include L2 and/or L3 if appropriate. • Writes in readable, paragraph format.	Attempts to meet the criteria for "meets."

Instructional strategies
- How to open a strong argumentation composition – e.g., with a claim, counter claim, background information, a question, quote, or grand sweeping statement.
- How to end an argumentation essay – e.g. as a comment about next steps, a restatement of main argument or a description of unanswered questions.
- Use of template for all levels to guide students through first draft.
- Student-led revision session.

Pacing 2 days

4. **Revision:** *Ability to apply revision strategies to refine development of argument, including line of thought, language usage, and tone as appropriate to audience and purpose.*

Mini-task
- *Prompt:* Apply revision strategies for clarity, logic, language, cohesion (students should do at least 2 drafts).
- *Product:* Revised drafts (2 or more)
- *Mini-task scoring*

Meets	Not yet
- Demonstrates use of revision strategies that clarify logic and development of ideas; embeds relevant details; improves word-usage and phrasing; and creates smooth transitions between sentences and paragraphs. - Applies a text structure to organize reading material content and to explain key points related to the prompt. - Include L2 and L3 if appropriate.	Attempts to meet the criteria for "meets."

Instructional strategies
- Develop ways to manage revision process so that students get feedback in timely and helpful ways.
- Peer feedback on clarity of thinking, development of claim/argument, and conventions
- Read-aloud for self and peers for feedback
- Checklist for embedding information, such as citation methods, quoting, and paraphrasing
- Encourage students to refine language and flow.

Pacing 2 days

5. **Editing:** *Ability to apply editing strategies and presentation applications.*

Mini-task
- *Prompt:* Finalize draft for the readership; apply finishing touches (e.g. visuals, neatness, formatting, copy editing).
- *Product:* Next to final draft
- *Mini-task scoring*

Meets	Not yet
- Demonstrates use of strategies that enhance the readability and appearance of the work for presentation.	Attempts to meet the criteria for "meets."

Instructional strategies
- Use of error analysis to encourage self-correction of language usage and grammatical errors
- Use of copy-editing mark

Pacing 2 days

Final Draft: Submit your final draft before or on due date for scoring and feedback.

E. Materials, references and supports: List the materials you will need and students will use. Provide citations.

For Teachers	For Students
Teachers will provide hard copy resources as well as a wiki space http://cedars.lebanon.k12.pa.us/groups/worldhistory/ for students to reference and explore the resources: Brown, Bryan. "Alexander the Great: This Great Military Genius Changed the World." *Junior Scholastic*. 21 October 2005: 12-13. Print. "Alexander the Great and Visionary Leadership." *Journal*. July 2005: Print. "The Legacy of Alexander the Great." *Article Click*. Article Click, n.d. Web. 3 Mar 2011. <http://www.articleclick.com/Article/The-Legacy-of-Alexander-the-Great/922862>. Dye, Lee. "Study Suggests Alexander Not So Great." *ABC News* 19 June 2010. Web. 3 Mar 2011. <http://abcnews.go.com/Technology/story?id=97611&page=1>. Carter , John. "Alexander and Caesar." Livius. Web. 3 Mar 2011. <http://www.livius.org/aj-al/alexander/alexander_t65.html>. Various Contributors . "Alexander The Great vs Napolean Bonaparte." Diffen, 9 September 2010. Web. 3 Mar 2011. <http://www.diffen.com/difference/Alexander_The_Great_vs_Napolean_Bonaparte>. Ravilious, Kate. "Alexander the Great Conquered City via Sunken Sandbar." *National Geographic News* 15 May 2007: np. Web. 4 Mar 2011. <http://news.nationalgeographic.com/news/2007/05/070515-alexander-great.html>. Various Staff. "Top 10 Reasons Alexander the Great Was, Well ... Great!." *Live Science,* 10 December 2004. Web. 8 Mar 2011. <http://www.livescience.com/11315-top-10-reasons-alexander-great-great-13.html>. "Alejandro Magno." *Wikipedia*. WikiMedia Foundation, 8 Mar 2011. Web. 9 Mar 2011. <http://es.wikipedia.org/wiki/Alejandro_Magno>. Spielvogel, Jackson J. *World History: Journey Across Time, The Early Ages*. New York, NY: Glencoe McGraw-Hill , 2008. 175-181. Print. Gall, Timothy. *The Lincoln Library of Shapers of Society: 101 Men and Women Who Shaped Our World*. 1. Cleveland, OH: Lincoln Library Press, 2008. 10-21. Print. Worthington, Ian. "Was Alexander Really Great?: A Great General vs. a Great King ." *World History: Ancient and Medieval Eras*. ABC-CLIO, 2011. Web. 11 Mar 2011.	Possible thesis statements: A. Alexander, the young king of Macedonia, was the greatest military commander ever to lead an army into battle and is deserving of the title, Alexander the Great. B. Alexander, the young Macedonian king, was an exceptional military commander, but his many flaws should keep him from being considered great - Advanced students may seek out their own additional resources.

Cheshire, Keyne. "Was Alexander Really Great?: The "Great"-ness of Alexander III of Macedon." *World History: Ancient and Medieval Eras*. ABC-CLIO, 2011. Web. 11 Mar 2011.

Freeman, Philip. "Was Alexander Really Great?: Alexander: His Empire and Legacy." *World History: Ancient and Medieval Eras*. ABC-CLIO, 2011. Web. 11 Mar 2011.

Section 4: What Results?

How good is good enough?

A. **Student work samples:** Include two student work samples that received scores at each level on the rubric.

B. **Classroom assessment task (Optional):** Design a classroom assessment task using the same template task as the one you will be teaching.

Background to share with students:
N/A

Prompt: N/A

LDC Argumentation Classroom Assessment Rubric	
MEETS EXPECTATIONS	
Focus	Addresses the prompt and stays on task; provides a generally convincing response.
Reading/Research	Demonstrates generally effective use of reading material to develop an argument.
Controlling Idea	Establishes a credible claim and supports an argument that is logical and generally convincing. (L2) Acknowledges competing arguments while defending the claim.
Development	Develops reasoning to support claim; provides evidence from text(s) in the form of examples or explanations relevant to the argument (L3) Makes a relevant connection(s) that supports argument.
Organization	Applies an appropriate text structure to address specific requirements of the prompt.
Conventions	Demonstrates a command of standard English conventions and cohesion; employs language and tone appropriate to audience and purpose.
NOT YET	
Focus	Attempts to address prompt but lacks focus or is off-task.
Reading/Research	Demonstrates weak use of reading material to develop argument.
Controlling Idea	Establishes a claim and attempts to support an argument but is not convincing; (L2) Attempts to acknowledge competing arguments.
Development	Reasoning is not clear; examples or explanations are weak or irrelevant. (L3) Connection is weak or not relevant.
Organization	Provides an ineffective structure; composition does not address requirements of the prompt.
Conventions	Demonstrates a weak command of standard English conventions; lacks cohesion; language and tone are not appropriate to audience and purpose.

Teacher Work Section

What now, what next?

A. **Teacher thoughts.** Provide thoughts and ideas after teaching the module to different students in different classes.

> Changes may have to be made on an as needed basis, depending on the needs of each class. The teacher should scaffold reading, research, and writing portions for students with special needs (ex. LS, ESL). The expectations should be made clear and must be reiterated several times throughout the module. All of this can be done in a much more manageable fashion by using the internet, e.g. wikispace.

B. **Possible variations**. Add ideas for spin-offs or extensions to the module.

> A debate in seminar form can be used for students to further present their argument as to whether or not Alexander deserves the title of Great.

Appendix
The attached materials support teaching this module.

Outline: Introductory Paragraph

Hook (Sentence #1)

_____

_____

Thesis Statement (Sentence #2)

_____

_____

Major topics to be covered (Sentences #3-5)

  1. _____

     _____

  2. _____

     _____

  3. _____

     _____

Outline: Body Paragraphs

Body Paragraph #1

Transition from previous paragraph (Recommended)

_____

_____

Topic Sentence

_____

_____

Supporting Details / Explanation

1. _____

   _____

2. _____

   _____

3. _____

   _____

<u>Body Paragraph #2</u>

Transition from previous paragraph (Recommended)

_____

_____

Topic Sentence

_____

_____

Supporting Details / Explanation

1. _____

_____

2. _____

_____

3. _____

_____

Body Paragraph #3

Transition from previous paragraph (Recommended)

_____

_____

Topic Sentence

_____

_____

Supporting Details / Explanation

1. _____

_____

2. _____

_____

3. _____

_____

Source: